

CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, research questions, purposes of the study, scope of the study, and significance of the study. The explanation of those parts are presented below.

1.1 Background of the Study

Giving feedback on student performance allows the students to know about the progress they are making as well as guiding them to improvement. Feedback in learning process also as oneself reflection towards his learning goal and achievement. Moreno (2004) defined feedback as important aspect to improving knowledge and skill acquisition, Meanwhile Hattie and Timperley (2007) defined feedback as conceptualized information provided by teacher, peer, book, parent, self, and experience regarding to one's performance or understanding in learning. It means that feedback which is provided by teacher, peer, book, parent, self, and experience in learning process can improve students' knowledge and understanding in learning.

In classroom learning process beside the teacher, peer also can give feedback to each other. Sometime students feel more comfortable to ask their friends' opinion about their learning progress, as they share their understanding about the learning, students are more encourage to achieve their study goal because of the peer feedback or peer opinions. Topping (1998) defined peer

feedback as an arrangement in which individual consider the amount, level, value, worth, quality, or success of the products or outcomes of learning peers similar status. However, Liu and Carless (2006) defined peer feedback as an interactive process that involve learner in dialogues with performance and standard. From those explanation, it can be concluded that peer feedback is giving feedback from students to another student who have similar value to get encouragement and improvement in learning process.

Peer feedback is considered important to be developed in the classroom as the part of learning process because from peer feedback, students will know his own strength and weakness, gaining motivation, gaining confidence to speak up their mind, learning from others performance, self-reflection in learning achievement and get encouragement to improve in learning process. Hyland (2000) stated that peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent. In addition Yang et al., (2006) stated that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. Especially in higher education institution, as the students is more matured, they are trustworthy to give their peer feedback because they are considered to have similar value, experience, knowledge and share the similar difficulty toward the subject they learn. As found by Sahin (2008), he stated that evaluation by one's peers is very similar to evaluation from lecturers and recommended peer assessment as an alternative method applicable in higher education environments.

Peer feedback in higher education is considered important because peer feedback help the students learn how to assess, evaluate, and learn from others performances. Pearce, Mulder & Baik (2009) stated that the benefit of peer feedback is, students are exposed to a greater diversity of perspectives than just those of their tutor or lecturer. Further Nicol (2011) stated that peer feedback can add significantly to the amount and variety of feedback students receive, without a corresponding increase in teacher workload. Also he stated that peer feedback in higher education environments has some benefit as peer feedback can engage students in active learning, engage students with criteria and standard, engage students in producing and receiving feedback, disciplinary expertise, and learning with communities. It means that peer feedback is beneficial for students as peer feedback exposed students to variety of feedback, peer feedback also engage students' active learning and engage students in producing feedback.

Peer feedback has become an important issue in teaching and learning since 1980's and has been studied in various contexts such a study by Lasater (1994), he paired 12 student teachers to give feedback to each other during 12 lessons in a 5-week practicum placement, but no training was given. Student self-selection of partner proved no more likely to result in compatibility than random allocation. The participants reported the personal benefits to be improved especially in self-confidence, praise and friendly support, confidentiality, mutual respect, and reduced stress.

A survey by Lin and Chien (2009) focus in the investigating effectiveness of peer feedback in English writing. The participants were seven volunteers out of

sixteen 16 English majors. The participants provided their feelings of the selected pedagogies in their advanced writing course in three credits during eight weeks of writing training and peer feedback activities. The results of the study revealed that most participants believed that peer feedback positively assisted their learning in English writing as most participants addressed peer correction activities did make them learning experience more relaxing, confident, and inspiring. Furthermore, a case study by Rahmat (2013), he looked at peer feedback for learning in Singaporean classroom for three weeks with 157 nine grader student as participants. He found out that peer feedback give encouragement outcomes such as students more engaged, active in their learning and have positive learning attitudes. Peer feedback also give benefits for teachers and students in their teaching and learning.

As Peer feedback in higher education is considered important, microteaching is also considered important to student teachers. Chamudeswari and Franky (2013) defined microteaching as teacher training technique which provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. Ping (2013) stated that feedback in microteaching is critical for teacher-trainee improvement. It is the information that a student teacher receives concerning his attempts to imitate certain patterns of teaching. Feedback in microteaching informs the student teacher with the success of their performance and enable them to evaluate and to improve their teaching behavior. It can be seen that microteaching activity provides student teachers experience in teaching and will give them opportunity to learn how to deliver a

proper teaching performance, because microteaching is similar to real class condition even though the peer acts as the substitute students. Through peer feedback in microteaching, student teachers will know their own strength and weakness when they conduct a teaching performance.

As peer feedback and microteaching both are considered important for student teacher, because it provides various benefit for them. This study will focus on the feedback given by the student teachers to the peers in microteaching especially for student teachers at State University of Jakarta, in 13Dik B class particularly in Teaching English for Young Learner (TEFYL) subject, as the subject selected provide microteaching activities and observing peers while teaching practice.

1.2 Research Questions

The research questions of this study are :

1. What kinds of feedback did the student teachers give to each other during microteaching activity?

1.3 Purposes of the Study

Purposes of this study are:

- To identify the kinds of feedback given by the peers in microteaching performance

- To portray the feedback given by the students' teacher to the peers in microteaching performance

1.4 Scope of the Study

This study will focus on the feedback given by the student teachers to the peers in microteaching especially for student teachers in 13Dik B class particularly in Teaching English for Young Learner (TEFYL) subject, as the subject selected provide microteaching activities and observing peers while teaching practice. The data from this study will be gathered by observing the students' activity in the classroom and using document analysis such as the observational sheet (written feedback). The classroom observation is used to describe the real context of peer feedback in microteaching, and the microteaching activities. Meanwhile document analysis is used to classify the types of written feedback in microteaching.

1.5 Significance of Study

The result of this study is aimed to enrich the studies on feedback related to microteaching activity, and this study would be useful for teachers, the students, and another researchers. For the teacher, it could give reflection about how the teacher plan her lesson and adding peer feedback as part of learning process to improve the students self-awareness about their learning and microteaching as the

activity to reflect themselves in term of study achievement. For the students, it could help their awareness of the important of microteaching as teaching practice and feedback from peer could help the student to get motivation, self-learning reflection to improve their teaching skill, self-confident, mutual respect, friend-support and self-strength awareness. For others who want to conduct study related peer feedback in microteaching, hopefully this study would be useful and provide references.

CHAPTER II

LITERATURE REVIEW

This chapter reveals theoretical foundation of this study which is concerned feedback in language teaching and microteaching, microteaching, teaching skill, previous study and theoretical framework.

2.1 The Nature of Feedback in Language Teaching and Learning

Feedback can be defined as student's reflection towards their attitude, performance, behavior, learning achievement and learning goals. Moreno (2004) defined feedback as crucial to improving knowledge and skill acquisition. However, Carless (2006) defined feedback as a social process in which elements, such as discourse, power and emotion, impact on how messages can be interpreted. Marzano (2007) defined feedback as a powerful constructivist tool to enrich deep learning and a critical component of assessment for learning. In addition, Hattie and Timperley (2007) defined feedback as conceptualized information provided by teacher, peer, book, parent, self, and experience regarding one's performance or understanding in learning. Moreover Hattie (1999) described feedback as one of the most influential factors in learning, as powerful as the quality and quantity of instruction. In addition, Lewis (2002) stated that giving feedback means telling students about the progress they are making as well as guiding them to areas of improvement. From those definition, it can be concluded that feedback is students' reflection regarding their

performances and learning achievement which is can be given by teacher, peer, parents, and self to improve their ability.

Feedback is not only reflection or outcomes to students for their learning but also an essential aspect in learning process. In language teaching and learning, especially in microteaching, students received feedback as their learning and performing outcomes. Before starting the microteaching, students have learned the basic teaching skill information from several pedagogy subject and then they perform their knowledge to see how far their understanding of teaching through the microteaching process. Feedback can be their device to see their potential and lack when doing microteaching and to evaluate and improve their teaching skill.

2.1.1 Peer Feedback

Feedback in the classroom can be given by teacher and peer. Teacher as the instructor, supervisor and conductor in the classroom, become the number one person that students seeking for feedback because teacher has more knowledge to asses her students learning progress. Meanwhile peer as pupils who share the similar value, understanding and knowledge. Students feels more comfortable to ask their friends opinion regarding their learning progress and understanding. Peer opinion can also be considered as outcomes or feedback in learning process.

Peer feedback, which is referred to under different names such as peer' response, peer review, peer editing, and peer evaluation. As Liu and Hansen

(2002) defined peer feedback as the use of learners sources of information and interaction for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats.

Liu and Carless (2006) defined peer feedback as an interactive process that involve learner in dialogues with performance and standard. Topping (2009) stated that peer feedback process builds on students' ability and responsibility to facilitate and regulate their own and their peers' learning. Meanwhile Lundstrom and Baker (2009) stated that the practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills.

Meirink et al. (2009) stated that teachers often learn by critical individual reflection and by involving colleagues in particular challenging or problematic situations. Jones & Brader-Araje (2000) and Reynolds (2009) stated that the students' active involvement in giving feedback provides them a voice in scaffolding and constructing their own knowledge and eventually sharing what they think. So, it can be concluded that peer outcomes of peer feedback sessions can lead to self-reflection and improvements in the trainees' teaching practice.

2.1. 2 Types of Peer Feedback

There is some argument about types of feedback from previous studies focusing in peer feedback. In his study, Joshi (2002) proposed that there are two dimensions of student feedback. One is quantitative dimension that can be

ascertained through various types of questionnaires filled by students; second one is qualitative dimension that is ascertained through the interaction with the students. Nelson and Schunn (2009) identified two types of feedback, namely; cognitive and affective. In cognitive feedback, more attention is given to the content of the work and involves summarizing, specifying and explaining aspects of the work under review. Affective feedback concentrates on the quality of works and uses affective language to give praise and criticism, or the uses of non-verbal expressions, such as facial expression gestures and emotional tones.

According to Hyland and Hyland (2001), there are three broad types of written feedback: praise, criticism, and suggestion. They viewed praise as an act which attributes credit to another for some characteristic, attribute, skill, which is positively valued by the person giving feedback. It suggested to more intense or detailed in giving response than simple agreement. In the other hand Hyland (2000a, p. 44) defined criticism as an expression of dissatisfaction or negative comment on a text. Meanwhile suggestion, which comes from the more positive end of a continuum. Suggestions differ from criticisms in containing an explicit recommendation for remediation, a relatively clear and accomplishable action for improvement, which is sometimes referred to as “constructive criticism.”

In their study, Hyland and Hyland (2001) also found out that written feedback not only stand as praise, suggestion, and criticisms by itself, but the feedback was frequency combined as critical remarks with either praise, suggestions, or both. A study by Lee (2009) about written peer feedback by EFL student. Using the types of written feedback based on Hyland and Hyland’s

classification system (2001). It was found from that study, the students had an exceptional high tendency for using suggestion feedback and least tendency for praise feedback.

Falchikov (1996) suggested that formative feedback must consists of comments on strengths, weaknesses, and/or suggestions. In addition Artemeva and Logie (2002), in their study used local context, content, organization, language, format, writing process, advice, and evaluation as their categories in feedback. While Cho et al. (2006) concluded types of feedback are directive, nondirective, praise, criticism, summary, and off-task as categories in feedback.

2.2 Microteaching

Microteaching is teaching practice simulated by students' teacher. Allen and Ryan (1969) defined micro-teaching as a strategy that can be applied at various pre-service and in-service stages in the professional development of teacher. Allen (1967) stated that microteaching was originally created in the early 1960s at Sanford University as a type of scaled down simulation activity to help teacher candidates learn to teach. Further Allen & Eve (1968) added that microteaching was designed as a brief but structured practical experience in which prospective teachers would begin to bridge the theory-practice gap by planning and presenting a 5- to 10-minute lesson, in which they were to apply specific instructional skills or tasks previously studied in class. From the

definition above, it can be concluded that microteaching is teaching practice by student teachers to improve their teaching abilities.

Study by Wilbur (2007) on preparing teachers of second languages (L2) indicated that microteaching in various forms offered a valuable form of simulated instructional practice in programs for L2 teacher-candidates. A study by Amobi (2005) stated that microteaching experience provide student teachers with a number of benefits: first: it exposes the reality of teaching for student teachers, second: it introduces the role of the student teachers as teacher, third: microteaching helps the student teachers to see the importance of planning, decision making, and implentation of instruction, fourth: it enables the student teachers to develop and improve their teaching skill; and the fifth, it helps the student teachers to build their confident in teaching. In addition, in his study, Brown (1998) reported how certain aspects of micro-teaching has helped Sri Lanka to address the issue of serious shortages of English teachers where unqualified teachers were put in intensive short term programs and were sent to schools to teach while attending weekend classes. From those previous study regarding microteaching, it can be concluded that microteaching experience give the students benefit, especially to face the real classroom condition where the teacher need teaching skills to be able to handle the students in the classroom.

2.4 Previous Related Study

Studies on the use of microteaching followed by peer feedback for teacher training have been conducted by Cliffored, Jorstad, and Lange (1977), they undertook a survey investigating how pre-service student teachers evaluated peer-group microteaching as part of their preparation for student teaching in a foreign language methods course in the United States. The survey found out that the students considered this type of microteaching to be a valuable experience and helpful in preparing them for student-teaching experience.

A study by Hendry, Bell and Thomson (2014) of learning by observing a peer's teaching situation in large research-intensive university in Australia, found out that the benefits of peer observation – the process of being immersed in a colleague's teaching situation through watching and listening to the teacher's and students' actions and reactions. Peer observation allows a teacher to relax and vicariously experience their colleague's success in their teaching. As a result of peer observation, staff learn new teaching strategies from their peers and apply them, often creatively, to enhance their own students' engagement and learning experience.

The things that take into consideration by the classroom instructor about the peer feedback in microteaching is, there is over concern with other feeling regarding give feedback on peer performance in microteaching, as Fernandez (2005) reported on accounts of trainees who were “overtly concerned with others' feelings” when discussing the lessons taught, Even if they stated that the feedback they received from their peers and their own experience of teaching were the most beneficial in the microteaching experience. However, in the feedback process,

when students providing and receiving peer feedback. Learners will have the opportunity to articulate and clarify their own thinking, to view peers' ideas, and to negotiate and make sense of different perspectives. Through this interactive process, learners collaboratively explore the given issues and develop more comprehensive knowledge on the issues, and achieve deeper understanding toward the subject.

2.5 Theoretical Framework

From the earlier literature review, from the ideas of peer feedback defined by Jones & Brader-Araje (2000) cited by Reynolds (2009), and the types of feedback categorized by Hyland and Hyland (2001), and Artemeva and Logie (2002). This study will focus on identifying the kinds of feedback given by the peers in microteaching activity by identify it into praise, suggestion, criticism, and evaluation feedback.

CHAPTER III

METHODOLOGY

This chapter reveals research design, time and place of study, data and data sources, research instrument, data collection procedure, and data analysis procedure.

3.1 Research Design

This study used descriptive case study with qualitative data that is applied for describing the real contexts of peer feedback by the student teachers' during microteaching activity. Referring to Creswell (2002, p. 61), a case study is a problem to be studied, which will reveal an in-depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. Furthermore, Stake (1995) stated that descriptive case study is used to develop a document that fully illuminates the intricacies of an experience. In addition, Yin (2003) perceived that descriptive case study are often used to present answers to a series of questions based on theoretical constructs.

The researcher acts as non-participant observer in classroom observation, according to Creswell (2002, p. 624), nonparticipant observer is an observational role adopted by researchers. The researchers will visit a site and record, or taking a notes without becoming involved in the activities of the participants.

3.2 Time and Place of Study

This study was conducted in 13DB class in English Department at State University of Jakarta, particularly in Teaching English for Young Learner (TEFYL) course from February to June 2016.

3.3 Data and Data Sources

The data of this study were the written feedback from the student teachers in microteaching activity. The data were gathered from five students from class 13Dik B by using purposeful sampling technique, particularly in Teaching English for Young Learner (TEFYL) course in English Department at State University of Jakarta. According to Creswell (2008, p. 214) purposeful sampling means the researchers intentionally select individuals and sites to learn or understand the central phenomenon.

3.4 Research Instrument

The data were collected by using data analysis and classroom observation. The data are gathered as below:

3.4.1 Classroom Observation

The classroom observation was conducted to see what peer feedback that arose during the microteaching. According to Creswell (2012, p. 213) observation is the process of gathering open-ended, firsthand information by observing people

and places at a research site. The researcher did the classroom observation by seeing what the student teachers do while their peer doing the teaching performance. While the students perform the microteaching, the researcher did note-taking of the students' performance in microteaching.

3.4.2 Document Analysis

The document analyzed in this study were the students' written feedback (observational sheet). Written feedback (observational sheet) was used to see the types of peer feedback that student teachers tend to give to their peer during microteaching activity.

3.5 Research Procedure

The procedures used in conducting the research:

1. Observing

Observing the classroom activity during microteaching performance including the feedback session.

2. Note taking

While doing the observation in the classroom, the researcher does note taking to remind some of activity done by the students.

3. Analyzing

The researcher analyzing the written feedback.

4. Concluding

The conclusions were made based on the result.

3.6 Data Collection Procedure

To collect the data, the researcher collected it through some procedure as follow:

1. Selecting the course that include microteaching activity.
2. Asking for permission to the lecturer who conducted the Teaching English for Young Learner (TEFYL) course to gather the data in the class.
3. Copying the lesson plans used in the classroom.
4. Observing the students' microteaching activity and the peer feedback towards their microteaching.
5. Copying the students written feedback (observational sheet)
6. Select the students' written feedback as the sample to identify and analysis the written feedback on student teacher performance during the microteaching activity.

3.7 Data Analysis Procedure

The data was analyzed by using this step:

1. Analyzing the students written feedback and classify it into types of feedback
2. Analyzing the content of the student teachers' written feedback related to the microteaching activity
3. The researcher discussed the findings
4. Drawing the conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of the study about peer feedback on the student teachers' performance during microteaching activity.

4.1 Data Description

This research was aimed to identify the kinds of feedback given by the student teachers toward their peer that was occurred in microteaching activity, and also to portray the feedback given during the microteaching. This chapter focus on revealing answers for these following research questions:

1. What kinds of feedback did the student teachers give to each other during microteaching activity?

The data collected were observational sheet (written peer feedback). The data is taken from five students from 13DB class in TEFYL course. Below are the example of data obtained:

A. Written feedback

1. all the teacher expression in opening the class was appropriate.
2. but the rest are great especially when the teacher maintain the classroom to follow his instruction, and when the teacher showing the video and telling the students about the endemic animals status for building students' knowledge.

The complete data can be found in appendix 2

4.2 Data Analysis

In answering the question, “What kinds of feedback did the student teachers give to each other during microteaching activity?” the researcher firstly analyzing the five students teachers’ written feedback to the peers. Each student teacher have at least three times become an observer to three different peer, and they would write down their feedback in the form of observation sheet obtained from the lecturer in Teaching English for Young Learners (TEFYL) course. After that the researcher will identify the student teachers’ feedback into types of feedback which are praise, suggestion, criticisms, and evaluation

Written Feedback for Peer	Types of Feedback				Comments
	Praise	Suggestion	Criticism	Evaluation	
the teacher open the class by greeting: "hello good morning students?", and asking students condition by saying "how are you today?"					she describes what the peer do and say when she opens the class
the teacher didn't reviewing the previous lesson			√		she stated what the peer didn't do
the teacher stating the lesson objective by mentioning the endemic animals' name and also show the picture, after that he mentions that endemic animals are in danger situation.					she describes what the peer do when he stating the lesson objective
all the teacher expression in opening the class was appropriate, just in some condition. When the teacher forgets to ask the students to get back to his seat. But the rest are great especially when the teacher maintain the classroom to follow his instruction, and when the teacher showing the video and telling the students about the endemic animals status for building students' knowledge.				√	she gives a prise about all the expression which is being used in opening the class with the reasons why the expression are appropriate

The complete data can be found in appendix 2

The feedback were classified as praise if they include positive comments and words such as: *It is great, it was good, it's really good*. The feedback were classified as suggestions if they had included words such as: *need to, could,*

should, would, try, it is better to, it would be better and have to. The feedback were classified as evaluation, if they had include words such as: it was appropriate, it was not appropriate. And Negative comments without these key words were classified as criticisms

4.3 Research Findings

4.3.1 Types of Peer Feedback in Microteaching Activity

From document analysis particularly from students' observational sheet (written feedback) which is divided into three section; Set induction/ opening the class, lesson delivery, closing and materials. The feedback that students gave for their peers were only following the observational sheet questions. The questions were asking the students to describe how their peer delivered certain activity to the students, and the sub-question will ask the appropriateness of the expression which is being used by the peers. The questions of the appropriateness will be lead to the students' own feedback towards the peer, as stated in the following questions from observational sheet:

How the teacher utilize students' prior knowledge?

- a. How it was done?*
- b. Was it appropriate?*
- c. If it was not appropriate, what would the suggestion for doing this?*

(observational sheet p,2)

Based on the data obtain, following to the sub-question, the students would state the peers' expressions were appropriate or not and they would give the reason why the expression were not appropriate or appropriate. The reasons that the students write, it leads to praise, suggestion, criticism, and evaluation feedback toward the peers. The comparison of the type of feedback given by the peers in microteaching activity can be seen from the diagram below:

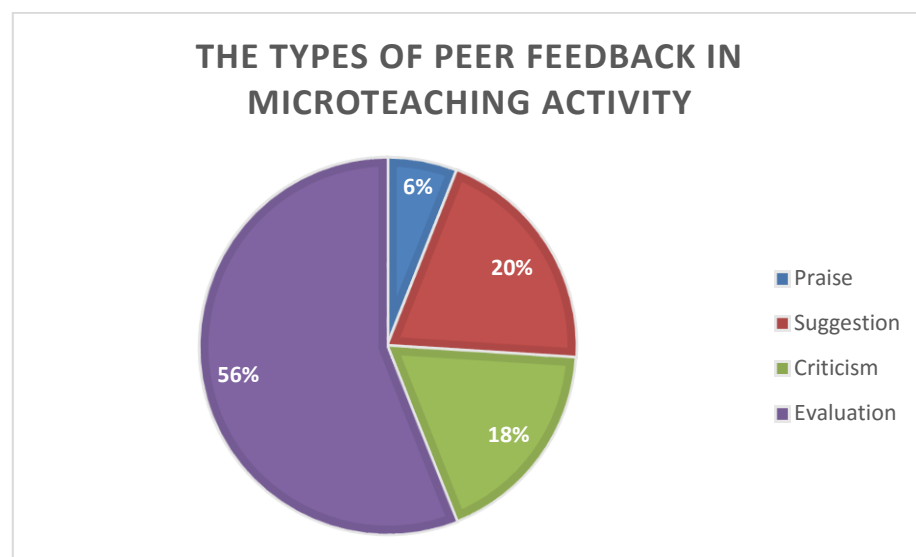


Chart 4.1. The Types of Peer Feedback in Microteaching Activity

It was found out that mostly student teachers give evaluation feedback which is 31 comments (56%) to their peers regarding their teaching performance. The second most feedback was suggestion which is 11 comments (20%), According to Hyland (2000a, p. 44), suggestions which is differ from criticisms, it is containing an explicit recommendation for remediation, a relatively clear and accomplishable action for improvement. and the next was criticism which is 10 comments (18%) and the least feedback was praise which is 3 comments (6%)

4.3.1.1 Feedback in the Evaluation

Artemeva and Logie (2002) view evaluation feedback in the term of positive and negative comments. As evaluation feedback was the most feedback given by the student teachers for the peers with 31 comments (56%). And from the data obtain, it appears mostly the student teachers give each other evaluation concerning to the expression when opening the class, language production, learning materials, practicing the materials, and closing the lesson.

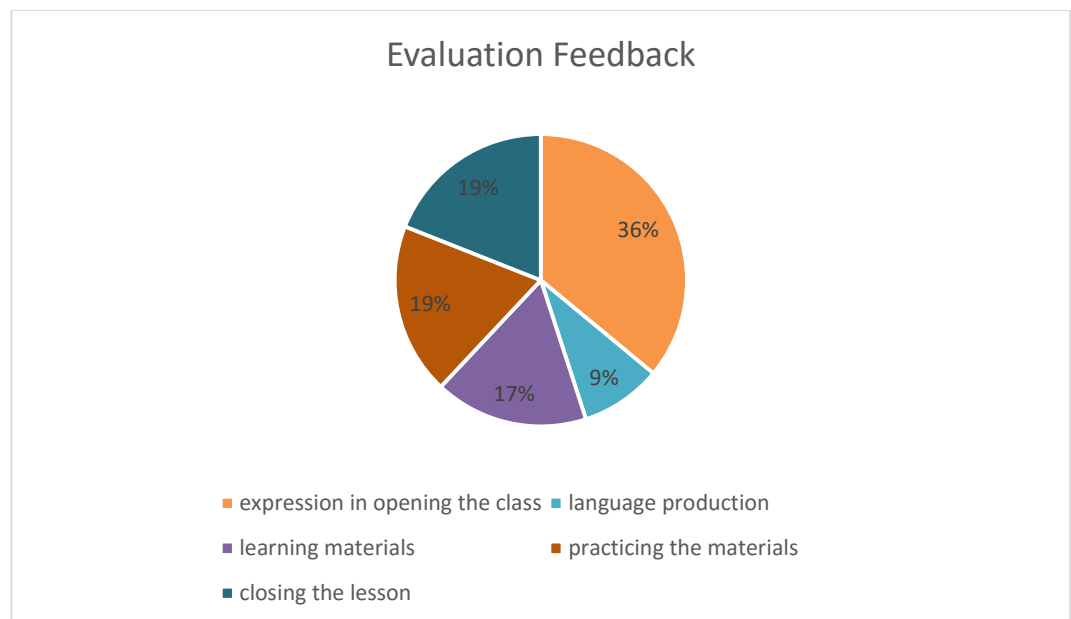


Chart 4.2 Distribution of Student Teacher Evaluation Feedback

The diagram showed that the student teacher mostly give evaluation feedback in the expression of opening the class (36%). While language production (9%) was the least evaluation feedback given by the student teachers.

a. Expression in Opening the Class

This kind of evaluation was the most student teachers take attention to it, as opening the class when microteaching is the first activity to start and also to introduce the lesson. The student teachers deliver this kind of evaluation feedback in 13 comments (36%). The following extracts show of how *expression in opening the class* were given as a feedback:

Extract 1:

all the teacher expression in opening the class was appropriate, just in some condition. When the teacher forgets to ask the students to get back to his seat. But the rest are great especially when the teacher maintain the classroom to follow his instruction, and when the teacher showing the video and telling the students about the endemic animals status for building students' knowledge.

The extract showed that the student teacher A were giving evaluation feedback of how the peer open the class, she mentioned the aspect that was a good point when the peer maintain his student attention to follow his instruction and when he was about to introduce the lesson.

b. End the Lesson

Evaluating of how the peer end the lesson is seem to be an important aspect as *ended the lesson* including give conclusion to the learning activity. The student teachers deliver this kind of evaluation feedback in 7 comments (19%). The following extracts show of how *end the lesson* were given as an evaluation feedback:

Extract 2:

the teacher end the lesson by saying "what have we learned today?" (asking the students what they have learned from the story), and "which animals do you like the most?". It was appropriate

This kind of feedback give interpretation of what the peer already show to end the lesson can reflect of the learning process on the classroom.

c. Learning Materials

Evaluation feedback in learning materials was to evaluate the materials that appropriate to the learning activity. The student teachers deliver this kind of evaluation feedback in 7 comments (19%). The following extracts show of how *learning materials* were commented as evaluation feedback:

Extract 3:

the materials used by the teacher was adequate to achieve the learning objectives because it fills with colorful animals picture, a great option of video, and also a great match work sheet to increase the students' interest towards the topic. And also the teacher gives a great learning delivery for the lesson

This kind of feedback, it makes the student teachers can reflect on the materials and on the successful of learning process in her class.

d. Practicing the materials

This evaluation feedback is related to the previous one, which is learning materials. The student teachers deliver this kind of evaluation feedback in 7 comments (19%). The following extracts show of how *the practicing materials* were commented as evaluation feedback:

Extract 4:

the teacher gives opportunities to the students to deal with language and practice it by asking the students the various flavors for several things, such as vinegar, sugar, etc. and students tried to guess the flavors. It was appropriate.

The students teacher give their evaluation of how the peer practicing the learning materials to the students which is to achieve the learning goal (objective of the lesson)

e. Language Production

This kind of evaluation was the least student teachers take attention to it, but as teacher need to be a role model when teaching, her language production cannot be aspect to be ignored. The student teachers deliver this kind of evaluation feedback in 3 comments (9%). The following extracts show of how *language production* were commented as evaluation feedback:

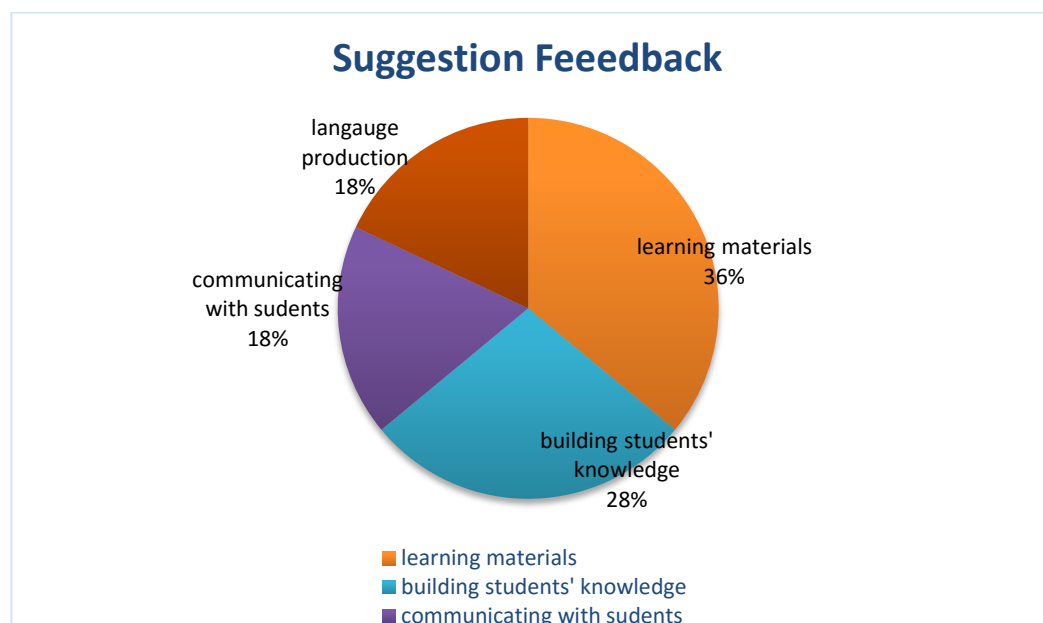
Extract 5:

it was appropriate in the term of pronunciation, intonation, stress, and the structure. The teacher also use the language that easy to understand by the students, but maybe the teacher is a little bit nervous, so she unconsciously say the wrong word, but she noticed it and change it right away. but it might lead confusion to the students

4.3.1.2 Feedback in the Suggestion

Lee (2009, p. 131) defined suggestion as the category of feedback which is related to criticism but has a positive orientation. Suggestion differs from criticism in containing commentary for improvement. As suggestion feedback was the second most feedback given by the student teachers for the peers with 11

comments (20%). It indicated that they can give suggestion to lead the peer for improvement, and mostly suggestion feedback has common pattern and it includes expression such as: *my suggestion*, and words such as: *need to*, *could*, *should*, *would*, *try*, *it is better to*, *it would be better and have to*. From the data obtain, it appears mostly the student teachers give each other suggestion feedback concerning to learning materials, building students' knowledge, communicating with students, and language production.



4.3 The Distribution of Student Teacher Suggestion Feedback

The diagram showed that the student teacher mostly give suggestion feedback concerning to the learning materials (36%), the second most suggestion feedback was building students' knowledge (28%), meanwhile communicating with students (18%), and language production (18%) have the same percentages.

a. Learning Materials

Suggestion feedback in learning materials was the most student teachers take attention to it. As materials for teaching and learning need to be well selected in order to match the students' needs. The student teachers deliver this kind of suggestion feedback in 4 comments (36%). The following extracts show of how *learning materials* were commented as suggestion feedback:

Extract 6:

my suggestion for the learning materials, the teacher must focus on the introducing the things in one place first, for example the living room, bathroom, or bed room. Because it is not really good to give a lot of vocabularies to remember by the students in the same time.

The comments above was suggested to the peer to breaking down the vocabulary learning into specific place first, for example living room. From this kind of suggestion, it gives the feedback receiver to reflect of her own teaching performance.

b. Building Students' Knowledge

The second most suggestion feedback, it related to building the students' knowledge. The student teachers deliver this kind of suggestion feedback in 3 comments (28%). The following extracts show of how *building the students' knowledge* were commented as suggestion feedback:

Extract 7:

to utilize students' prior knowledge, it would be better if the teacher ask students one by one and approach them to know about their feelings

teaching about certain feelings such as happy, sad, confuse, and angry.

c. Communicating with Students

Extract 8:

1. My suggestion for teaching improvement, the teacher should reach the silent student to speak up.
2. The teacher may add more compliment words to encourage the students in learning.
3. The teacher should use more probing and prompting question for checking students' understanding.

d. Language Production

Extract 9:

There were some words that mispronounced such as tortoise and giraffe. My suggestion, try to see dictionary before teaching the students the word.

4.3.1.3 Feedback in the Criticism

Criticism were defined as “an expression of dissatisfaction or negative comment” (Hyland, 2000a, p. 44). Criticism feedback were being given by the student teachers for the peers with 10 comments (18%). It indicates that criticism was the least feedback that the student teachers tend to give to the peers, and mostly criticisms feedback has negative comments and common pattern that includes expression such as: *it was not appropriatte, and it was not really appropriate*. The following extract show how the student teacher gives her criticism feedback in certain teaching stages:

Extract 5:

the materials are too much to be learned in one lesson. I'm afraid if the students can't remember all the vocabularies about the part of the house.

From the extract above, it shows soften criticism as the student teacher C didn't strightly write as "it was not appropriate", instead she wrote the materials that were being used by the peer during her microteaching were too much. Another sample of criticism feedback was shown in the following extract:

Extract 6:

the teacher utilize students' prior knowledge by asking the students "if I ask you 'how are you' what the answer?. I think it was not appropriate, because I'm sure the students will find that question confusing in learning and answering it.

From the extract above, it indicates strong criticism as the student teacher D wrote her dissaproval of the expression that were being used by the peer when utilize the students' prior knowledge.

Hyland and Hyland (2001) view praise as an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback. As praise feedback was the least feedback given by the student teachers for the peers with (6%).

4.3.1.4 Feedback in the Praise

One of the most obvious features from the data obtain was the high tendency of student teachers' give paired pattern feedback. They would combined their praise feedback with criticism, praise feedback with suggestion, criticism with suggestion, and praise feedback with both criticisms and suggestion feedback. The comparison of the types of paired pattern feedback given by the student teachers to the peers in microteaching activity can be seen from the diagram below:

4.4 Discussion

Based on the findings, it was shown that student teachers are able to giving the peers feedback in the term of praise, suggestion, and criticism by describing what the peers do and say in the certain microteaching stages and they would follow their statement with reasons. It was found out that the types of peer feedback that mostly student teachers give during the microteaching was the praise feedback which is 18 comments (41%), the second most feedback was

suggestion which is 14 comments (35%), and the least feedback was criticism which is 12 comments (27%). This result contradict significantly with previous studies which found out that students had an exceptional high tendency for using suggestion feedback and least tendency for praise feedback.

Based on the data obtain and findings, it was found out that praise, suggestion, and criticism feedback given by five student teachers, it has high tendency of paired pattern feedback. And the findings show that mostly student teachers give praise followed by suggestion with six comments (35%), the second most was praise followed by criticism with five comments (29 %), criticisms followed by suggestion with three comments (18%), and praise followed by criticism and suggestion also with three comments (18%). Praise followed by suggestion feedback were the adjacency of the two acts serving to create a more balanced comment, slightly softening the bold praise feedback with recommendation. Praise followed by criticism tend to balance and point out the peer strength and weakness, meanwhile the criticism feedback followed by suggestion is expanding what might be seen as a blunt criticism into a form for improvement. Lastly, in the paired pattern feedback, praise followed by criticism and suggestion, this pattern lessen the potential of praise and criticism and to move the peer towards improving their teaching performance.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion that derived from the discussion based on the research questions, and recommendations were presented to bring some suggestion related to peer feedback in microteaching activity and further research.

5.1 Conclusion

This study was aimed to identify the kinds of feedback given by the student teachers toward the peer that was occurred in microteaching activity and to portray the feedback given by the student teachers to the peers during microteaching. The feedback was being analyze here were the student teachers' written feedback. The types of written feedback were identified by Hyland and Hyland (2001) classification system.

Based on the findings and discussion, the researcher draw two conclusions. Firstly, from this study, it can be found that out the types of peer feedback that mostly student teachers give during the microteaching was the praise feedback which is 18 comments (41%), the second most feedback was suggestion which is 14 comments (35%), and the least feedback was criticism which is 12 comments (27%).

The second, the types of written feedback that student teachers give to the peer during the microteaching, not only in the form of praise, suggestion, and

criticisms feedback by itself, but it was found out that student teachers also give feedback in the form of paired pattern feedback with the result, mostly student teachers give praise followed by suggestion with six comments (35%), the second most was praise followed by criticism with five comments (29 %), criticisms followed by suggestion with three comments (18%), and praise followed by criticism and suggestion also with three comments (18%).

5.2 Recommendation

Based on the data found, a number of recommendation need to be addressed to improve the quality of learning activity especially in microteaching session. First, for the lecturer in every subject especially subject that include microteaching activity like TEFYL course, in order to prepare the professional English teachers, the students need to be taught more detail about the skills of teaching, as the skills of teaching are the based knowledge to the teachers and it shown in the microteaching activity as the ability to teach as well as the ability to assess their peer.

Second, the use of peer feedback can be applied in all courses as part of assessment, as the use of peer feedback can voice out what the students thought as well as to see their ability and understanding toward the subject learned.